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ABSTRACT

This paper discusses the evolution, development, and thinking behind eight lesson plan formats. A Herbartian 5-step lesson plan (1980) involves teachers' understanding and use of students' previous knowledge. It includes preparation of previous learning, presentation of new materials, association of old and new ideas, generalization, and application. A 4-step model consists of teachers presenting new material, demonstrating its use, providing practice, and evaluating the lesson's success. A reflective 5-step plan involves creating a description, objectives, materials and resources lists, procedures, and assessment plan. A 6-step clinical lesson plan consists of introducing the lesson, determining objectives, providing instruction, offering guided practice, providing closure, and assigning independent practice. An 8-step plan consists of a lesson introduction, behavioral objective, material introduction, skills modeling, guided practice, independent practice, assessment, and closure. A 12-step lesson plan involves setting goals and objectives, determining materials, planning student interaction, planning transitional activities, anticipatory set, modeling, checking for understanding, and offering guided practice, independent practice, closure, and evaluation. A Cross Cultural Language Development plan, which addresses student diversity, involves preparation, presentation, practice, evaluation, and expansion. An example of this is the Cognitive Academic Language Learning Approach (CALLA) Instructional Plan. A Specially Designed Academic Instruction in Sheltered English Lesson Plan targets non-English proficient students and includes: lesson title, focus question, outcomes, target vocabulary, primary sources, visuals, motivation, vocabulary activities, guided instruction, integrating language, assessment, and independent work. Eight appendices present the lesson plans. (SM)

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ED 414 261

# Evolution/Role of Lesson Plans in Instructional Planning

A Paper Presented At The 8th Annual Reading/Literacy Conference
*The Blending of Theory & Practice: A New Vision For Reading*

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Evaluation/Role of Lesson Plans in Instructional Planning

One of the most challenging, time consuming, and just plain problematical areas facing new teachers is that of instructional planning or the writing of lesson plans. There is perhaps no other single function that a teacher must perform that threatens to take as much time, effort, and energy outside of the classroom. And to make matters worse, there are probably as many formats and ways of writing a lesson plan as there are individuals facing this momentous task on a daily basis.

But is the actual writing of a lesson plan really important or even helpful to a classroom teacher? One of the many requirements a credential candidate or new teacher faces is having to go out and observe seasoned professional teachers in different classroom settings. When asked by the student or novice how lesson plans are written, far too many experienced teachers simply state that they don't write lesson plans, they don't have the time, or since they have been teaching for years they don't have the need. After all, who wants to spend one's late afternoon, evening, and weekend time planning lessons and writing lesson plans, especially since they are (and have been) teaching the same grade and material for years? Interesting to note, however, was one student I had in a Master's class some years ago who had been teaching English in the same school, in the same room, using the same materials, for over 27 years. And here was a gentleman who planned every lesson on a daily or at least weekly basis, and more times than not wrote that plan down, so a substitute could teach from it, if one were ever needed. The evident problem here is that aspiring teachers take credential courses during which instructional planning is taught and some lesson plan format is followed, where oftentimes these students are expected to write a plan so thoroughly that anybody off the street could teach it in their absence, and yet when they go out and observe dedicated experienced teachers in

classroom settings they find that the importance of such planning has been relegated to the realm of credential course requirements, not the real world of teaching. Is it any wonder, then, that these students come back to their credential courses feeling that their lesson plan course work is a waste of time? If experienced professional classroom teachers don't write a lesson plan, or at best write one that is part and parcel of filling a small square in a so-called lesson plan book with nothing more than the chapter and page numbers of a given assignment, how indeed can we professors of education justify the need for such time-consuming activities to our students? And yet if you have ever been in a classroom, in all reality dysfunctional, where the students (and most likely the teacher as well) are bored with what is going on, where perhaps nothing is really going on other than some form of paper-shuffling "fill in the blank" or "complete the sentence" activity, you can certainly at least sense the absence of adequate lesson planning. So, what is this thing called a "lesson plan," where did it come from and why is it so important that so many teach it in education courses and require it of new teachers, while many experienced classroom teachers shudder at the time consuming process and shy away from it?

Lesson plans really had their beginning back in the mid-1800's, and began to influence American educational thought from 1890 to 1910, when the theories of the German philosopher (considered an early educational psychologist in today's nomenclature) Johann Friedrich Herbart gained attention. Believing that the development of character was the main purpose of education, Herbart's followers formalized his classroom method of teaching. According to this method, it was the function of the teacher to impart knowledge by utilizing previous learning, and in order to accomplish this it was necessary for the teacher to come to know the student's previous knowledge or learning and experiences (Tanner & Tanner, 1980).

It was with this personal or essentialistic philosophy of knowing both of and about one's students that led to the Herbartian "five step" formal lesson plan (Tanner & Tanner, 1980), see appendix A at the end of this paper. These five steps included 1) Preparation – the teacher calls previous learning

experiences to the learner's attention; 2) Presentation – the new materials are summarized or outlined; 3) Association – the new ideas are compared with the old; 4) Generalization – rules and general principles are derived from the new materials; and 5) Application – the new generalizations are given meaning by relating them to specific instances (Tanner & Tanner, 1980). So here we have a formal planned approach at instructional planning, emphasizing the mindset that "teaching is planned preparation" ( Cooper, 1990).

Through the decades of the 20th century, and the various philosophical shifts of the ever-swinging educational pendulum, we have seen the advent of several additional lesson plan formats. Beginning with a rather simple and basic 4 step model (see Appendix B) consisting of the following steps: 1) Present – where the teacher introduces the lesson or material to be learned; 2) Demonstrate – the teacher demonstrates to the students how to utilize the new material to be learned; 3) Practice – where the teacher allows the students to practice using the new learning; and 4) Evaluate – here the teacher looks back and determines if the lesson and/or the learning has been successful. It is this basic 4 step approach that seems to symbolize what many teachers do in their classrooms on a day to day basis. According to this paradigm, then, the art of teaching is relegated to stating or advancing a body of knowledge or learning (or perhaps a few pages in some text book), show the students how to use this material (modeling), give the students a chance to practice using the lesson material, and finally take a look back and see if the learning (and the lesson or the teaching) was successful. And if that learning was successful, well and good, but if not? In many cases, change something the next time that lesson is taught, usually to another group of students which of course will have little or no benefit for one's current students.

Within the last few years we have coined the phrase "reflective" into the educational lexicon. "Reflective teachers," "reflective practitioners," "reflective educators" and even "reflective administrators" are designations given to those who seemingly exhibit the more up-to-date and "state-of-the-art" approaches and methodologies in education. So it shouldn't be surprising to find

that we have adopted a "reflective" five-step lesson plan format to correspond to this new age thinking (Eby, 199x).

This five step "reflective" lesson plan format (see Appendix C) begins with: 1) Description or Outcome Statement – an opening phrase, sentence, statement or other (usually verbal) indication as to what will be achieved by learning the material in this lesson; 2) Objectives – a list of the objectives to be learned, albeit observational, instructional, or behavioral, and the number of which is determined by the teacher according to the needs of the lesson; 3) Materials and Resources – here stated or listed are those resources needed by the teacher to teach and by the students in order to successfully learn this lesson; 4) Procedures – where the teacher answers to him/herself the question, "what will you be doing and what will the students be doing." This section of the lesson plan is further broken down into six substeps that include: a) Motivation – just how will the teacher motivate the students to learn this lesson; b) Statement of Purpose – what is the relevance, importance, or purpose to the students for learning this lesson; c) Teacher Modeling or Demonstration – at this point the teacher lists whatever modeling or demonstration is planned for the teaching of this lesson; d) Check for Understanding – stated here is the approach the teacher plans to take to make sure the students understand what they are being taught; e) Guided Practice or Activity – what is planned for the students to do to practice and reinforce the learning of this lesson, under the guidance and watchful eye of the teacher; f) Independent Practice or Activity - the specific assignment (or homework) that is planned for the students to accomplish on their own, away from the presence of the teacher. Often used as merely a head start on the next day's lesson, this stage of the lesson plan should be carefully planned to provide the students with a reinforcing learning opportunity through which they can further master this particular lesson.

Finally. We have step 5) Assessment Plan – how will the teacher assess or determine that the learning has taken place? Very frequently we find that this "after the fact" or "end product" type of assessment is accomplished by some sort of test, quiz, or exam. To this extent what we have here is

really a form of summative evaluation, in that the last step or stage of a process is evaluation. A question to be answered here is whether or not this is an evaluation of the efficacy of the teaching or the amount of learning accomplished by the students. Placed at the end of a paradigm, model, format, or process implies that this is the time when one is to look back and adjudge the success or failure of the endeavor. But while the very nature of looking back after at the conclusion of the lesson may give insight into the process, of what good is it to those students who have not achieved the goals of the intended learning? What is really needed is the ongoing process of formative assessment, where the teacher is constantly evaluating and assessing the teaching-learning process and making whatever factual or intuitive adjustments indicated or needed by the students. Part and parcel of this, although not really evidenced in the somewhat static design of this lesson plan format, reflective teaching is the ongoing adjustment, correction, and supportive interchange or communication between the teacher and students. We need to be constantly aware of the process of learning as the teaching itself in accomplished, and not limit ourselves to only taking a look back over the process after it is finished. If we do look back only after completion of the lesson or the teaching, then just how do we address or provide remediation for those students who were not successful in the learning? To maintain any such "sink or swim" philosophy or approach toward our students is to more often than not fail them in our endeavors.

During the 1960's and 1970's we saw the implementation of the "clinical" approach to educational administration, supervision, and instructional planning in general. Supported and popularized in large part thanks to the efforts of the late Dr. Madeline Hunter, formerly of UCLA, this movement culminated with what is frequently known as the "Six-Step Clinical Lesson Plan" format (see Appendix D). This lesson plan consists of the following steps: 1) Introduction (popularly known as the Anticipatory Set or Set Induction) – broken down into three subsets as follows: a) Get the student's attention – where the teacher plans an opening phrase, comment, question, demonstration or illustration that attracts the students to the lesson about to be presented;

b) Relate the lesson to previous learning or knowledge – where the teacher must show the students that this new body of knowledge about to be learned has an association or connection to prior learning; and c) State the purpose of the lesson – this is one of the most important, significant, and under utilized areas of the instructional planning process, as it is as essential as it is difficult to show the relevance and meaning of the lesson to the students, and hence they are less than motivated to get involved.

Next is 2) Objective – in the form we use we break this step down into two parts, comprised of two questions to be answered by the teacher in the planning phase-What do you want the student to know or learn by the end of this lesson, and How will you measure and/or observe that the learning has taken place? It is not uncommon to find lesson objectives behaviorally oriented, as one example from a former student comes to mind to illustrate this; "By the end of the lesson (BTEOTL) the students will know how to behave," which is of course fine if the lesson deals with deportment centered curriculum, but just what is it the teacher wants the student to learn, and how will he/she know (measure/observe) that learning has taken place? Continuing on, step 3) Instruction – this is the area in which the teacher provides information by demonstration, explanation, modeling, guided inquiry or other instructional methodologies, and also checks for understanding and provides additional guidance as and if needed, this then being the step in the lesson plan where the greater body of teaching is planned and written out; 4) Guided Practice – commonly found in lesson plans, this is where the teacher has planned for the students to work on their own, practicing the utilizing of the new lesson material but under the watchful eye of the teacher; 5) Closure – another frequently underused step in instructional planning, this is where the teacher has planned to review, recap, reinforce, and if necessary even redo the essential parts of the lesson; and finally 6) Independent Practice – homework (or work assigned to be done out of the presence of the teacher), but as such it should be planned additional work dealing with this lesson, and not a head start on the next day's lesson. Often included in this six-step format is a seventh and eighth step, dealing respectfully with



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remediation (for those students who were unsuccessful in gaining the knowledge expected from this lesson) and evaluation, which again has most popularly been a form of summative evaluation or that "looking back after the fact or process" view, in an effort to gain insight into how to improve the lesson the next time it is presented to another group of students.

Moving on, we find an eight-step lesson plan (see Appendix E) not infrequently used and this consists of the following steps: 1) Set – similar to the clinical Six-Step model discussed above which we have preferred to simply label as the Introduction; 2) Behavior Objective – specifically states what the students will be able to do at the end of the lesson; 3) Input – similar to the Presentation step of the Four-Step Lesson Plan discussed above, where the teacher introduces the material; 4) Modeling – that well known element in teaching where the teacher shows the students how to use the newly learned material or skills; 5) Guided Practice - similar to the other formats discussed previously; 6) Independent Practice – also similar to the other lesson plans stated above; 7) Assessment – again reflective of the trend to be summative in nature, providing for a look back at the conclusion of the lesson; and 8) Closure – that time in the lesson for review, recap, restating the essential points in the lesson. As stated above this is a very important step for many students who may have arrived at class late for a variety of reasons, simply didn't understand the lesson when first presented, or who perhaps quite honestly were not paying attention during the bulk of the teaching period. Good Closure is essential to good teaching, but in order to be effective it must be as planned and as deliberately implemented as any other step in the teaching lesson.

The largest lesson plan discussed in this presentation, by number of steps but not complexity, is the Twelve-Step Lesson Plan (see Appendix F). This format, not at all dissimilar to those discussed thus far, includes the following: 1) Goal – just what will the students accomplish by the time this lesson is completed; 2) Objective – what is to be learned and/or what will the students be able to do at the completion of this lesson; 3) Material – what resources, facilities, or tools are needed by the teacher and students in order for this lesson to be successful; 4) Student Interaction – what has the

teacher planned in the way of communication with the students in order to enhance the desired learning, e.g. cooperative learning groups; 5) Transitional Activity – what is planned to aid the students in moving from one subject or content area to another with as little time wasted and in as much of an integrated fashion as possible; 6) Anticipatory Set – similar to that of the Six-Step Clinical format discussed above, intended to help focus the student's attention to the material about to be learned; 7) Modeling – similar to the previously discussed modeling stages in other lesson plans where the teacher shows the students how to use the new body of knowledge; 8) Check For Understanding – that element of the truly reflective practitioner (and instructional planning process) that allows for ongoing formative evaluation, resulting in a more individually presented lesson to better fit the diverse learning styles and modalities inherent in every group or class of students; 9) Guided Practice – as found in other formats where the students work with the new knowledge under the helpful guise of the teacher; 10) Independent Practice – where the students are given assignments using the new knowledge away from the presence of the teacher; 11) Closure – as stated above where the teacher recaps, reviews, and indeed basically reteaches at least the most essential points of the lesson; and 12) Evaluation – again summative in design, looking back after the process is concluded.

In 1994, California implemented the new Cross Cultural Language Development (CLAD) teaching credentials for grades K-12. Predicated upon the English language needs of ever growing ethnically and culturally diverse student populations in public schools, second language researchers and theorists have impacted greatly the instructional planning and lesson plan writing process. One example of this is the contribution of Chamoy & O'Malley (1994), found in their Cognitive Academic Language Learning Approach (CALLA) Instructional Plan (see Appendix G). In this plan or format are found two areas, one for planning content/language objectives, learning strategies and materials, and the second area calling for a five step procedural element as follows: 1) Preparation: How will you find out what your students already know about the topic – requires the teacher to plan

on how to really get to know the students, their prior learning experiences and knowledge at least as it relates to this particular lesson; 2) Presentation: How will you present and explain the topic – asks the teacher to specifically state how the lesson or curriculum will be delivered, in essence just how will this material be taught, what instructional methodologies will be used; 3) Practice: What cooperative learning activities will provide meaningful practice – similar to guided practice in other lesson plan formats, and as stated actually expects cooperative learning activities to be planned for and not left up to the teacher as an option; 4) Evaluation: How will students assess their own learning – shares the responsibility of assessment by requiring planning that will allow the learners to be involved in determining the extent or success of their own learning; and 5) Expansion: What thinking skills discussion questions are appropriate and How will students apply what they have learned in the unit (or lesson) to new situations - responds well in the area of supporting the teaching practices of truly reflective educators while at the same time helping the students to focus their attention (and the new learning) on other areas of their lives (true relevance). The CALLA format strives to meet the students where they are within an academic language context, and then to move them forward in a three pronged plunge toward improved language skills, learning and mastery of a specific lesson or body of material, and the transfer of that new learning in an integrated and relevant utilitarianism so as to meet their immediate and longer-range academic-social-cognitive needs.

The final lesson plan format to be discussed in this presentation is the Specially Designed Academic Instruction In English (SDAIE) Sheltered Lesson Plan (see Appendix H). This lesson plan consists of twelve steps divided between two main sections, those being the "Introductory" and "Procedure" sections respectively. The premise of this lesson plan is really two-fold; first, that the English language will be learned through this lesson material or content area; and second, that this lesson will be learned through the English language. Designed to help meet the English language as well as subject matter content needs of students who may be non-English proficient (NEP), this plan

is well suited (and rapidly gaining in popularity among teachers) for all students regardless of English language proficiency.

Beginning with the "Introductory" or sometimes called the "Preparatory" section, the twelve steps of this plan are as follows: 1) Lesson Title – unlike the lesson plans explicated above, this plan calls for the teacher to begin his/her planning (and the actual teaching lesson) with a title that will have both relevance and meaning to the students, and as such garner their interest into the material about to be presented; 2) Focus Question – answering the following question, "What concept(s) do you want to teach in this lesson?" allows the teacher to help the students by beginning to get them to focus their attention and ultimately concentration on the lesson, (this is analogous to the "Anticipatory Set" or the "Set Induction" of the Clinical Six-Step lesson plan format); 3) Outcomes – What will the students be able to do (i.e. What will they know or have learned) at the conclusion of this lesson? An instructional goal or "outcome" can indeed be defined as something that students can do at the end of a lesson, but we prefer to concentrate on what students know or learn by a lesson's conclusion, followed by observing/measuring what they can do as in indication of the extent and/or success of the learning. 4) Target Vocabulary – What words do the students need to know to understand the concepts? The teacher is required to list here the vocabulary words needed and inherent in this lesson's content. It must be emphasized that all teachers, all subjects, all content areas, and all lessons following this plan must have a "target vocabulary" section as this is one of the key ways that his approach emphasizes language acquisition and learning. 5) Primary Sources – What photos, diaries, first-hand accounts will you use? In answering this question, the teacher is asked to provide sources as close to an original primary state as possible, realizing that often one will have to settle for secondary or even tertiary materials. This help make the lesson material come alive for the students, supporting the old adage that "the textbook is not the teacher." 6) Visuals – What pictures, realia, charts, maps etc. will you use? Very often new teachers tend to combine visuals with primary sources, and this should not be the case. Visuals may indeed in and of themselves be

primary, but they should not merely duplicate sources. Instead, visuals should be tangible illustrations of the primary sources, and thus serve to further edify the learning for the student.

The second or "Procedure" section of the SDAIE Lesson Plan consists of the remaining six steps as follows: 7) Motivation – How will you start the lesson? Again analogous to the "Anticipatory Set" or the "Six-Step Introductory" step, "Get the student's attention," this is where the teacher indicates whatever specific ways the lesson will be started, with the goal of motivating or intriguing the students enough so that they will want to learn the material. 8) Vocabulary Activities – How will you teach and reinforce the target vocabulary? The target vocabulary, step 4, must be taught to the students as an integral part of the lesson. Just going over the words, the teacher reads them and then the students repeat them in some responsorial sense or fashion, is insufficient. Merely giving the students a list of the target vocabulary words and informing them that there will be a test on these words at the end of the week, or some other perfunctory date, will undoubtedly result in very poor results. These words are inherent in and an integral part of the lesson content, and thus must be taught as assiduously as any other part of the material that the students are expected to learn. Again, every lesson, every content area, every teacher following this approach must teach the target vocabulary in as dedicated and diligent fashion as one would teach anything to a student. As previously stated, the purpose of the SDAIE format is to teach language through the content area, and that content area through language. 9) Guided Instruction – What activities will you assign to ensure understanding? How will you use interactive learning, accommodate different learning styles etc. into your lesson? Not unlike "guided practice" sections in other lesson plan formats, here in the SDAIE format the teacher is asked to do more than just watch the students work or practice using the newly learned lesson material, as these two questions indicate. The students are to be involved with, and be a part of, their own learning through interacting with the teacher and their fellow students. Cooperating learning, projects, and other group-type methodologies are to be planned and included in the SDAIE approach.

One of the most important steps is 10) Integrating Language – How will you include reading, writing, listening, and speaking into your lesson? Every subject, every lesson, every content area, and every teacher is to include "reading, writing, listening, and speaking" into every lesson presentation. These four elements are to be a part of the teacher's planned preparation, and not left up to the students to do on their own. Lessons that merely allow for student discussion are insufficient, as many students will not enter into any discussions even if they are comfortable and competent in the subject matter. Teachers must teach "reading, writing, listening, speaking) as part of their planned lesson, as this is crucial to the success of the SDAIE format. 11) Assessment – How will you check for understanding and mastery? There should always be ongoing formative assessment or evaluation utilized by every "reflective" teacher. While the placement of this step toward the end of this lesson plan format would seem to indicate that no assessment or evaluation is to take place until the lesson is virtually completed, as we have stated before the truth of the matter is that summative assessment or evaluation is after the fact and will not be as effective to successful learning as the formative ongoing process. And finally, step 12) Independent Work – What follow-up activities will you assign? This section is obviously where assignments planned for the students to be done away from the teacher are indicated, and should be carefully developed so that the students will be successful in their efforts and understanding, and return to class the next day with that feeling of accomplishment that comes from successful learning.

The purpose of this presentation has been thus far to offer some insight into the evolution, development and thinking behind the eight lesson plan formats discussed above. But we would be tragically remiss if we didn't attempt to answer the pragmatic question asked by numerous classroom teachers in today's schools: Even if we accept the premise that better, more successful, and effective teaching (and learning) will result from well written and developed lesson plans, how can a teacher possibly find the time (day after day and class after class) to write lesson plans? The answer to that question, in our view, is as problematic as it is pragmatic. Good instructional planning, supported

and evidenced by thorough lesson plan writing is indeed a terribly time-consuming activity. But the act of writing down, vis-a-vis some format, contributes a focus and clarity to the teaching process that cannot be denied. So the following is recommended as an approach that we feel will lead to improved teaching for those that find it near impossible to spend the time necessary to prepare thorough lesson plans. But by suggesting this approach, however, it must be stated that we do not advocate it as a means by which one should minimize the importance of thorough lesson plan writing. And incidentally, one way to save time in writing these plans is by using a computer and setting up a lesson plan template, so that all you have to do is fill in a few blanks as you update and improve your lesson planning. So the answer to the question, or the complaint from teachers that they do not have sufficient time to write lesson plans, is to answer the following four questions before you teach any lesson: 1) What is it you want the students to know or learn by the end of this lesson? 2) How will you measure/observe that the learning has taken place? 3) What is the target vocabulary and vocabulary activities for this lesson? and 4) How will you include reading, writing, listening, and speaking into this lesson? If you can answer these four questions, even though you feel you do not have the time to write them down (let alone a write out a complete lesson plan), we feel that you will find that your entire lesson presentation will become much more focused, explicit, and elemental, and this will of course benefit all of your students regardless of their language or subject matter proficiency.

**Appendix A**

**FIVE-STEP LESSON PLAN**

***Herbartian Model***

# ***FIVE-STEP LESSON PLAN***

## ***Herbartian Model***

1) **Preparation** - *The teacher calls previous learning experiences to the learner' attention*

2) **Presentation** - *The new materials are summarized or outlined*

3) **Association** - *The new ideas are compared with the old*

4) **Generalization** - *Rules and general principles are derived from the new materials*

5) **Application** - *The new generalizations are given meaning by relating them to specific instances*

**Appendix B**

***FOUR-STEP LESSON PLAN***

# ***FOUR-STEP LESSON PLAN***

**1) Present**

**2) Demonstrate**

**3) Practice**

**4) Evaluate**

**Appendix C**

***FIVE-STEP LESSON PLAN***

***Reflective Model***

# ***FIVE-STEP LESSON PLAN***

## ***Reflective Model***

**I) Description Or Outcome Statement:**

**II) Objectives:**

1.

2.

3.

**III) Materials And Resources:**

**IV) Procedures** *(What will you be doing? - What will the students be doing?)*

*1) Motivation:*

*2) Statement of Purpose:*

*3) Teacher Modeling or Demonstration:*

*4) Check for Understanding:*

*5) Guided Practice or Activity:*

*6) Independent Practice or Activity:*

**V) Assessment Plan:**

**Appendix D**

***SIX-STEP LESSON PLAN***

***Clinical Model***

## SIX-STEP LESSON PLAN FORMAT

I) **Introduction**:

a) Get the students' attention.

b) Relate the lesson to previous learning or knowledge.

c) State the purpose of the lesson.

II) **Objective**:

**WHAT** the student will know or have learned by the end of the lesson, **AND**

**HOW** you will measure/observe that the learning has taken place.

III) **Instruction**:

a) Provide information by demonstration, explanation, modeling, guided inquiry, etc.

b) Check for understanding and provide additional guidance as and if needed.

IV) **Guided Practice**:

Allow opportunities for students to demonstrate their learning/knowledge, while the teacher carefully monitors the progress of each student-giving feedback.

V) **Closure**:

Review, recap, restate, reteach, reinforce the lesson-determine if each student has met the objective(s) of the lesson.

VI) **Independent Practice**:

Assign work that students are now prepared to do on their own (i.e. homework) that will further enhance and reinforce the learning from this lesson.

**Appendix E**

***EIGHT-STEP LESSON PLAN***

# ***EIGHT-STEP LESSON PLAN***

**I) Set:**

**II) Behavioral Objective:**

**III) Input:**

**IV) Modeling:**

**V) Guided Practice:**

**VI) Independent Practice:**

**VII) Assessment:**

**VIII) Closure:**

**Appendix F**

***TWELVE-STEP LESSON PLAN***

## ***TWELVE-STEP LESSON PLAN***

1) **Goal:**

2) **Objective:**

3) **Material:**

4) **Student Interaction:**

5) **Transitional Activity:**

6) **Anticipatory Set:**

7) **Modeling:**

8) **Check For Understanding:**

9) **Guided Practice:**

10) **Independent Practice:**

11) **Closure:**

12) **Evaluation:**

**Appendix G**

***CALLA INSTRUCTIONAL PLAN***

***Cognitive Academic Language Learning Approach***

## CALLA INSTRUCTIONAL PLAN

SUBJECT _____ ESL LEVEL _____

TOPIC _____ GRADE(S) _____

CONTENT OBJECTIVES _____

_____

LANGUAGE OBJECTIVES _____

_____

LEARNING STRATEGIES _____

_____

MATERIALS _____

_____

PROCEDURES

1. Preparation: How will you find out what your students already know about the topic?

2. Presentation: How will you present and explain the topic?

3. Practice: What cooperative learning activities will provide meaningful practice?

4. Evaluation: How will students assess their own learning?

5. Expansion: What thinking skills discussion questions are appropriate? How will students apply what they have learned in the unit to new situations?

**Appendix H**

***SDAIE – SHELTERED LESSON PLAN***

***Specially Designed Academic Instruction In English***

## SDAIE - SHELTERED LESSON PLAN

### Specially Designed Academic Instruction in English

**Lesson Title:**

**Focus Question:** *(What concept do you want to teach in this lesson?)*

**Outcomes:** *(What will the students be able to do at the conclusion of the lesson?)*

1.
2.
3.
4.

**Target Vocabulary:** *(What words do the students need to know to understand the concepts?)*

**Primary Sources:** *(What photos, diaries, first-hand accounts will you use?)*

**Visuals:** *(What pictures, realia, charts, maps etc. will you use?)*

## PROCEDURE

**Motivation:** *(How will you start the lesson?)*

**Vocabulary Activities:** *(How will you teach and reinforce the target vocabulary?)*

**Guided Instruction:** *(What activities will you assign to insure understanding? How will you use interactive learning, accommodate different learning styles, etc.?)*

**Integrating Language:** *(How will you include reading, writing, listening, speaking in your lesson?*

**Assessment:** *(How will you check for understanding and mastery?)*

**Independent Work:** *(What follow-up activities will you assign?)*

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